

FOCUS--and the “**golden age**” of education

Title Con: Striving for Results
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Education...is the **most powerful force** for accelerating economic growth, reducing poverty and lifting middle-class living standards. Well-educated adults earn much more, live longer and are happier than poorly educated adults.

David Leonhardt, New York Times

SIMPLIFY

“There is too much overload and baggage...The skinny is about finding the

- smallest number** of
- highest-leverage, [i.e. “evidence-based”]
- easy-to-understand actions that unleash

**STUNNINGLY POWERFUL
CONSEQUENCES.”**

Michael Fullan

“Smallest number”: **Less** is more

- ▶ “The first law of simplicity is: **reduce.**” John Maeda
- ▶ “Do **Less** to Achieve More” (Ashkenar, 2012, **Forbes**).
- ▶ “Accomplish More by Doing **Less**,” (Lesser, 2011, **HuffPost**).
- ▶ “How to Do More by Doing **Less**” (2018, **Entrepreneur**)
- ▶ “Doing **Less** Allows You to Accomplish More” (2017, **Inc.**)
- ▶ **Greg McKeown**: *Essentialism: The Disciplined Pursuit of **Less***.
- ▶ **Morton Hansen**: study of 5,000 leaders:
#1 success factor: a “**tiny set** of priorities”

LESS of WHAT?

- ▶ Unproven PD/Instructional fads
- ▶ Over-emphasis on Technology
- ▶ Teacher evaluation criteria

*The first law of simplicity is: **reduce***
John Maeda

LESS Unproven, Fad-driven PD

- ▶ Professional Development: **no substantive impact** on curriculum or instruction (“The Mirage”; 2015)
- ▶ **TYPICAL PRO-DEV, LITERACY PROGRAMS:**
 - ▶ **not** based on “evidence” but on “**whims, fads, opportunism, and ideology**”
(Corcoran, Fuhrman, and Belcher, 2001)

LESS **ability-grouping**

- ▶ “Ability-based reading groups ‘almost always’ **scored lower** than those that used them ‘hardly ever’.” *Education Week, 2018*
- ▶ **K-2 “Literacy block”**: **2/3** of time spent on “cut, color, paste” & other low-value activities. *Ford & Opitz*

LESS **Emphasis on Technology**

- ▶ “I used to think that technology could help education... I’ve come to the inevitable conclusion that no amount of technology will make a dent.” [Who said this...?]

LESS Emphasis on Technology

- ▶ “...**not a ‘driver’** of school improvement”

Michael Fullan, 2010

- ▶ has played **no role whatsoever** in highest-achieving school systems

Goodwin, 2015; Ripley, 2013; Walker in Stoltzfus, 2017

LESS Teacher Evaluation Criteria

Evaluation templates are “**way too complicated**. The rubrics are so complex that...
they’ll just make you suicidal.”

Paul Vallas (former superintendent, Chicago and New Orleans schools)

LESS **Ineffective Practice**

School improvement requires
“**moral outrage** at
ineffective practices.”

Roland Barth, Harvard graduate school of education

MOST EFFECTIVE PRACTICES...?


- ▶ Laptops for all/Smartboards in every classroom
- ▶ Common, content-rich curriculum
- ▶ RTI
- ▶ Standards-based grading
- ▶ Personalized Learning
- ▶ Differentiated instruction
- ▶ Smaller classes
- ▶ Multiple, frequent “checks for understanding” which inform ongoing adjustments to instruction
- ▶ Social and Emotional education
- ▶ 90-120 minutes of purposeful reading & writing per day
- ▶ Grit/Growth Mindset training

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What do these
three have in
common...?

COHERENT “Guaranteed & Viable” CURRICULUM (Marzano 2003)

- ▶ Knowledge--& reading comprehension (Hirsch; Pinker)
- ▶ “PLCs”: *impossible without curriculum* (DuFour&Marzano)
- ▶ Essential to effective teaching (Darling-Hammond)
- ▶ Eliminates kindergarten-readiness gap (Darling-Hammond)
- ▶ **NUMBER ONE** factor (Marzano; Hirsch; Porter)

WEEK	CURRICULUM MAP: Calculus		GRADING PERIOD 1
	CONCEPTS: Approx. days in [brackets]	TEXTBOOK Pgs./Mtls.	WRITING: (when applicable)
1	UNIT 1: Limits and Their Properties 1.1--A Preview of Calculus [2] 1.2--Finding Limits Graphically and Numerically [3]	1.1--pp. 57-63 1.2--pp. 65-71	
2	1.2--Finding Limits Graphically and Numerically (con't) 1.3--Evaluating Limits Analytically [3]	1.2--pp. 65-71 1.3--pp. 76-83	Write to explain respective advantages of finding limits... a. graphically b. numerically c. analytically
3	1.4--Continuity and One-sided limits [3]	Quiz 1.1-1.3	
4	1.5--Infinite Limits [3] 1.6--Limits at Infinity [3]	1.4--pp. 87-95 1.5--pp. 100-104 1.6--pp. 108-114	
5	1.6--Limits at Infinity (con't)	1.6--pp. 108-114	How are Infinite Limits different from Limits at Infinity? Explain in writing.
6	UNIT 2: Differentiation 2.1--The Derivative and the Tangent Line Problem [3]	Unit 1 Test 2.1--pp. 123-130	
7	2.2--Basic Differentiation Rules and Rates of Change [4]	2.2--pp. 134-142	
8	2.3--Product & Quotient Rules & Higher-Order Derivatives [3]	2.3--pp. 147-153	
9	2.4--The Chain Rule [4]	Quiz 2.1-2.3 2.4--pp. 158-167	Write to compare and contrast: a. the product rule b. quotient rule c. chain rule
	TOTAL INSTRUCTIONAL DAYS: 31 (of 132)		

WEEK TWO: Calculus

TOPICS/CONCEPTS: [approx. 3-4 days]

- ▶ 1.2--Finding Limits Graphically and Numerically
- ▶ 1.3--Evaluating Limits Analytically

RESOURCES/TEXTBOOK PAGES:

- ▶ 1.2--pp. 65-71
- ▶ 1.3--pp. 76-83

WRITING:

- ▶ Write to ***explain advantages*** of finding limits...
a. graphically **b.** numerically or **c.** analytically

3rd GRADE: FIRST PERIOD	TEXT (taught with <u>embedded vocabulary</u> instruction)	GUIDING QUESTION (for close reading, discussion and writing*)
NOVEL (1)	Sarah, Plain and Tall by: MacLachlan, Patricia 560L (lexile)	How do Anna and her relationships change throughout the book. Support answer with evidence from the text. *2- page paper
NONFICTION BOOK (1)	The Boy Who Invented the TV by: Krull, Kathleen 860L	What significant changes did Philo go through? Support answer with evidence from the text. *2- page paper
ARTICLES (6-8)	Immigration Nation from Here, There, and Everywhere http://thekidsnews.com/immigration/nation/ (5-7 additional articles)	What are best arguments for and against immigration? Support your answer with evidence from the text. *1- 2-page paper
POETRY (6-10)	The Giving Tree by: Silverstein, Shel 530L 5-10 additional poems: teacher's choice	What are the three most important things that the Tree gave to the boy; explain your position with evidence from the text. *1-2 page paper
MAJOR WRITING ASSIGNMENTS:	FOUR ASSIGNMENTS: 6-8 pages total plus: <i>Weekly/Targeted writing instruction</i>	*approximate number of pages

A CONSEQUENTIAL QUESTION:

- ▶ Does your school(s) now ensure that a common, crystal-clear, **literacy-rich curriculum** *actually gets taught?*

“**GUARANTEED**” CURRICULUM?

- ▶ Typically a “**self-selected jumble**” of standards—unique to each teacher (Rosenholtz)
- ▶ “**Wild variation**” among teachers of same course, same school (Berliner; Wahlberg; Gonzalez)
- ▶ “**Curricular chaos**” in ELA/Literacy instruction (Goodlad;Sizer; Little; Allington; Schmoker & Marzano)
- ▶ **60 YEARS WITHOUT CURRICULUM** (Hirsch)

The **FOSBURY EFFECT**--and the “golden age of education”

- ▶ “Education is **Upside Down**” (Kalinze of *researchED*)
- ▶ The **most** effective practices are the **least** implemented (Elmore; Odden; Tyack & Cuban)
- ▶ “...the **awful inertia of decades**” of ineffective practices (Fullan)

CURRICULUM: “...**stunningly powerful consequences**”

- ▶ Mather Elementary School: huge improvements--
“with amazing speed”
- ▶ Orange Grove Middle School: writing requirements
- ▶ Tempe High: Math gains

THE PRIMACY of **LITERACY**

- ▶ “Literacy is the **most important single goal of schooling**...the earnings gap between racial and ethnic groups largely disappears when language competence in standard English is factored in.”

E.D. Hirsch

- ▶ “Underdeveloped literacy skills are the **number one reason** why students are retained, assigned to special education, given long-term remedial services and why they fail to graduate high school.”

Ferrandino & Tirozzi, NAESP/NASSP



If you're born poor, you'd
better start reading.

Joe Queenan


QUANTITY COUNTS

- ▶ All students must read “...a **huge volume** of text.” (D. Liben; lead researcher ELACC)
- ▶ “To become literate, students must “read a **great deal more** than they do today.” (C. Jago, NCTE president)



“Struggling readers who
do not **read voraciously**
will **never catch up.**”

Kelly Gallagher



► **Read-i-cide**, n. the systematic killing of the love of reading, often exacerbated by the **inane, mind-numbing practices** found in schools.

Kelly Gallagher: *Readicide: How Schools are Killing Reading and What You Can Do About it* (2009)

LITERACY—COMPLEXIFIED

“**Elementitis**” (Elfrieda & Hiebert):

- ▶ Underline prepositions; homonyms; identify exclamatory, interrogative, declarative sentences
- ▶ identify initial, medial and ending vowel sounds
- ▶ chiasmus; alliteration/assonance
- ▶ main idea/sequencing/inferencing/cause and effect
- ▶ foreshadowing; rising action; climax etc.
- ▶ **ELACC grade-by-grade stds:** “word salad”; “pretentious gibberish”; “blithering, poorly-worded abstractions”

LITERACY—**COMPLEXIFIED**

- ▶ “The mistaken idea that reading is a skill... may be the single **biggest factor holding back** reading achievement in the country”

Daniel Willingham

- ▶ “**No evidence** proves that the technical aspects of literacy help students become more sophisticated in their reading.”

Douglas Fisher and Nancy Fry

LITERACY—**SIMPLIFIED**

K-1st: Intensive* Phonics; read simple texts→discuss→write

*mostly whole group

2nd-12th:

- ▶ **READ/READ-ALoud: 60+ minutes** of **purposeful/accountable*** reading—every day
 - ▶ *students underline/annotate/take notes as they read
- ▶ **DISCUSS:** all texts: pair-share→ whole class
- ▶ **WRITE: 30-40 minutes daily** (across curriculum)
 - ▶ **at least one** multi-paragraph/page paper per grading period

LITERACY: “**stunningly powerful consequences**”

- ▶ Mesa Verde Elementary
- ▶ La Cima Middle School
- ▶ New Dorp H.S.
- ▶ Brawley Union H.S.



You can't remediate your way
out of poor Tier One
instruction.

Confucius

EFFECTIVE LESSONS*:

100% ATTENTIVENESS/ENGAGEMENT and...

- ▶ Clear learning objective/target
- ▶ Anticipatory set/background/purpose/preview
- ▶ Teach/model **in small, manageable “chunks”**
- ▶ Guided practice (sometimes with peers) for **each “chunk”**
- ▶ **Checks for understanding** & (if necessary) reteaching/adjustments to instruction for **each chunk**
- ▶ Independent practice/assessment

**Hunter; Hattie; Popham; Marzano; Fisher & Frye; Lemov; Burns; Archer; William; Saphier; Ripley*

IMPACT of frequent, ongoing “checks for understanding”

- ▶ “among **largest gains ever recorded**” (Popham)
- ▶ **single most** powerful instructional factor (Hattie; Lemov)
- ▶ 3 consecutive years: **35-50** percentile point gain
- ▶ similar effect size **as one-on-one tutoring** (Stiggins)
- ▶ **William; Marzano; Haycock; Hattie; Ripley; Lemov**
 - ▶ Extra 6-9 months growth per yr./**200-400%** faster learning
 - ▶ From @ #18 to top 5 **in math** on PISA
 - ▶ **2-3 times as many students** succeeding on daily lessons



“STUNNINGLY POWERFUL CONSEQUENCES”

The **best** evidence-based
practices “**always** work and
they work **rapidly.**”

Bruce Joyce